

1: Summary Information					
School Name:	The Brakenhale School				
Academic Year:	2017/18	Total PP budget:	£235,620	Date of most recent PP review:	February 2018
Total no. of pupils:	1005	No. of pupils eligible for PP:	276	Date of next internal review:	September 2018

2: Current Attainment			
		pupils eligible for PP <i>(your school)</i>	pupils not eligible for PP <i>(national average)</i>
<i>2016-17 only</i>	<b>% achieving 5A*-C incl. EM:</b>	5.41%	
	<b>% achieving expected progress in English / Math's:</b>	22% (English) 5% (Math's)	
<i>from 2016-17</i>	<b>Progress 8 score average – indicative score:</b>	+0.41	+0.10
	<b>Attainment 8 score average – indicative score:</b>	36.26	53.3

	2016-17	2017-18	2018-19 <i>(projected)</i>
School's PP 5 A*-C EM:	43.18% (4+) / 25.00% (5+)	32.43% (4+) / 5.41% (5+)	63.64% (4+) / 24.24% (5+)
National non-PP:	N/A	N/A	N/A
Difference:	N/A	N/A	N/A
School's PP Value Added:	N/A	N/A	N/A
Difference:	N/A	N/A	N/A

<b>3: Barriers to Future Attainment – for ALL pupils eligible for PP</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, e.g. poor literacy skills</i> )	
<b>A</b>	Behaviour issues for a small group of our PP pupils are having a detrimental effect on their academic progress and that of their peers.
<b>B</b>	Poor Literacy/Numeracy skills mean students struggle to access some areas of the curriculum, which in turn affects their progress.
<b>C</b>	Lack of engagement with school from some parent's means that a cohesive approach isn't always optimised.
<b>External barriers</b> ( <i>issues requiring action outside of school, e.g. low attendance rates</i> )	
<b>D</b>	Low attendance rates of Pupil Premium students, reducing their contact hours and causes them to fall behind on average.

<b>4: Desired outcomes</b>		
	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A</b>	Improve literacy and numeracy skills for pupils eligible for PP in Key Stage 3 (and initially KS4 too).	Pupils eligible for PP in Key Stage to make rapid progress by the end of the year, so that all pupils who qualify for PP meet their age-related expectations.
<b>B</b>	Behavioral issues of Year 7/11 pupils will be addressed.	Fewer behaviour incidents for pupils who are transitioning from Primary to Secondary school, in addition to that of Year 11 (without changing recording practices or standards).
<b>C</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance to improve to be in line with non-PP pupils.
<b>D</b>	High Quality feedback will be provided for all pupils to ensure progress is supported.	All books will be marked following the School and Department policies.

<b>5: Planned expenditure</b>					
<b>Academic Year</b>		2017/18			
<b>5a: Quality of teaching for all</b>					
<b>What is the desired outcome?</b>	<b>What is your action / approach?</b>	<b>What evidence is there to support this approach?</b>	<b>How will you ensure it is implemented well?</b>	<b>Which staff will lead?</b>	<b>When will this be reviewed?</b>
A: Improve literacy and numeracy skills for pupils eligible for PP in Key Stage 3 (and initially KS4 too).	Schemes of work across the school include activities which allow students to develop communication skills: written (esp. extended writing), verbal and reading. SPAG has higher profile across curriculum. Staff are reminded of literacy marking and it is monitored through book looks. Students with poor handwriting are identified early and appropriate 6 week intervention is put in place. Primary school links developed to share how literacy is taught across KS2-3.	Similar approaches have been adopted by a number of successful schools.  This to be run with the guidance and support of Greenshaw's Literacy advisor.	Monthly LW/drop ins/Lesson Observations. Regular work scrutiny. Within the term students with handwriting issues are identified and appropriate intervention is provided. Spring Term –junior school literacy links established. Reading in form time is promoted and championed by tutors.	PP Coordinator / Numeracy and Literacy Coordinator	Feb 2018

	Reading is maintained in form time. Literacy baseline tests for staff explored.				
D: High Quality feedback will be provided for all pupils to ensure progress is supported.	Ensure books are marked in line with school policy	Quality feedback has been shown to improve progress and falls under providing quality teaching first.	Regular monitoring of work completed.	Head of Departments / Head of Years / Senior Leadership Team	Feb 2018
				<b>Total budgeted cost:</b>	£5,000

<b>5b: Targeted Support</b>					
What is the desired outcome?	What is your action / approach?	What evidence is there to support this approach?	How will you ensure it is implemented well?	Which staff will lead?	When will this be reviewed?
B: Behaviour issues for a small group of our PP pupils are having a detrimental effect on their academic progress and that of their peers.	Put in a school gym part funded by PP money for the older years to use during break and lunch. Increase staff presence at key points in the day. Employ behavioral support team to work with key pupils to prevent repeat offences	Facility needed to make sure students have provision for purposeful lunchtimes and to improve fitness levels  By ensuring more staff presence means that students have less opportunities for misdemeanors to occur.  Restorative practice has been shown to improve long term behavior.	PE Dept. to monitor use and keep records of attendance. Student voice  Ensuring that staff presence is monitored by the Senior Leadership Team  Through reviewing practices and comparing behavior log to previous years.	Will Yeates Senior Leadership Team  Pastoral Team / Student Support Team	
C: Increased attendance rates for pupils eligible for PP.	Run a targeted programme with the pupils whose attendance needs to be improved and other incentives for them to improve their attendance.	Other schools have used this tactic and it seems to have provided an increase in attendance for a low cost.	Ensure all stakeholders are aware of the pupils on the programme. Measure the impact half termly. Once achieved ensure pupils are monitored.	Attendance Officer/ PP Coordinator	Feb 2018
<b>Total budgeted cost:</b>					<b>£15,000</b>

5c: Other Approaches					
What is the desired outcome?	What is your action / approach?	What evidence is there to support this approach?	How will you ensure it is implemented well?	Which staff will lead?	When will this be reviewed?
B. Behavioural issues with Year 7/11 pupils addressed.	Ensure key vulnerable pupils have access to The Bridge for the transition from Primary to Secondary. Provide access to a school gym for students in older year groups at break and lunch,	In previous years this tactic has dramatically diminished the number of behavioural logs for the vulnerable pupils.	Monitoring and checking of pupils who are part of the bridge group to ensure that we are looking after them pastorally. Ensure pupils that the gym use is monitored regularly and compare the behavioural log to previous years.	Nurture Group Coordinator/ Head of Key Stage 4	Feb 2018
C. Increased attendance rates for pupils eligible for PP. B. Behavioural issues with Year 7/11 pupils addressed.	Breakfast club to ensure that all pupils are fed at the beginning of the day making them ready to learn and achieve.	Other schools in the local area have used this tactic and it has worked to ensure pupils are ready for the day.	Through regular checking of impact to ensure that pupils who are receiving the breakfast are not on the behavioural log.	PP Coordinator / Catering Manager	Feb 2018
<b>Total budgeted cost:</b>					£30,000

6: Review of Expenditure				
Previous academic year:		2016/17		
6a: Quality teaching for all				
What was the desired outcome?	What was your action or approach?	What was the estimated impact? <i>Did you meet the success criteria? Give impact on pupils not eligible for PP.</i>	What lessons have been learned?	Cost
Disadvantaged pupils to perform in line with not disadvantaged pupils.	Tuition for key marginal pupils, purchasing revision resources as well as offering revision days.	Yes, we achieved this as the gap between progress of Pupil Premium and non-Pupil Premium was P8 (-0.06) Some non-Pupil Premium pupils benefited from the revision days and this also improved their progress and attainment score.	We will continue to use this approach and fine tune it so that it is even better next year.	£15,500
Transition pupils to have a reduction in the number of behavioural logs compared to previous years.	Create a bridge group run by a specialist team to ensure that vulnerable pupils.	Yes, we achieved our desired outcome as the number of bridge students who completed their first year with minimal behavioural incidents was vastly greater than the previous years.	We will continue to use this approach and fine tune it so that it is even better next year.	£70,000
Ensure young people have the chance to experience a residential trip.	Supported with subsidising the trip for disadvantaged pupils.	Yes, a vast number of trips were subsidised using the Pupil Premium grant. This meant that pupils were able to interact outside of the school setting and have new experiences.	We will continue to use this approach next year however we will assess depending on need rather than having a blanket rule.	£15,000

<b>6b: Targeted Support</b>				
What was the desired outcome?	What was your action or approach?	What was the estimated impact? <i>Did you meet the success criteria? Give impact on pupils not eligible for PP.</i>	What lessons have been learned?	Cost
Pupils who are deemed to be disadvantaged in more than one aspect to make expected or better progress in their terminal examinations.	Tilt in focus on ensuring the needs of all pupils were met and additional support sessions for those who are more vulnerable.	This had a whole cohort impact and helped pupils achieve the best progression in the school's recent history. Disadvantaged pupils typically progressed marginally more than those who are not deemed disadvantaged but they both had positive progress scores.	Whilst this tactic worked for the last cohort there needs to be some consideration of the individual needs of those pupils and how they correlate to that of the current cohort.	£5,000
Key pupils to transition smoothly from primary to secondary school.	Introducing 'The Bridge' and employing a member of staff with that responsibility.	These pupils typically had a smooth transition between primary and secondary school and whilst some pupils still needed further support they had a safe place where they could grow as a person and make sure they knew how to make sensible decisions. In this role the member of staff has also helped worked with the pupil's parent(s) to help create stronger home school links.	This worked extremely well and the time dedicated to these pupils definitely helped them. As the bridge group grows we need to consider how the staffing may need to grow too.	£70,000
All pupils to have access to student support.	Employing a new team to work in the Student Support Centre to ensure that the school can meet the needs of the pupils.	Throughout the last year the role of the SSC has changed and evolved. This will need to be reviewed for future years to ensure that as the students' needs change the student support centre adapts.	This is an incredibly useful resource and is utilised by a number of our pupils. We will continue to use this as it has helped promote positive wellbeing.	£45,000



<b>6c: Other Approaches (1)</b>				
What was the desired outcome?	What was your action or approach?	What was the estimated impact? <i>Did you meet the success criteria? Give impact on pupils not eligible for PP.</i>	What lessons have been learned?	Cost
Improve attendance and behaviour.	Invite key pupils to join the school's breakfast club.	This helped in a few cases but was not wide spread and we had issues as some pupils did not want to attend due it being in a separate area.	Incorporate this with the canteen. Consider what staff are manning the breakfast club and what resources are available for them whilst there.	£10,000
Disadvantaged pupils to perform in line with not disadvantaged pupils.	Purchasing of revision guides for Disadvantaged pupils.	Brakenhale closed the gap between disadvantaged and non-disadvantaged pupils however this could have been due to a new vision within the school to have high expectations and challenge for all.	Whilst we can't directly measure it's success it has not disadvantaged the pupils in having the additional resources to assist in their progression so we would continue this into 2016/17	£500
Disadvantaged pupils to perform in line with not disadvantaged pupils	Using Teaching Assistants to support the learning of disadvantaged pupils.	This worked well with our double disadvantaged pupils and helped them to achieve better than was first estimated through teacher assessment.		£27,000
Disadvantaged pupils to perform in line with not disadvantaged pupils	Small group English intervention.	This helped work with some key marginal pupils to help close the gap between the disadvantaged pupils and non-disadvantaged pupils.	Whilst this helped with this cohort this is not needed as much with the cohort so we shall not be continuing with this method next year but will reevaluate in the future.	£10,000

<b>6c: Other Approaches (2)</b>				
What was the desired outcome?	What was your action or approach?	What was the estimated impact? <i>Did you meet the success criteria? Give impact on pupils not eligible for PP.</i>	What lessons have been learned?	Cost
More rigour and coordination of the strategies to ensure all pupils make good or better progress.	Disadvantaged Co-ordinator	This role allowed the school to start to understand what was needed to ensure all disadvantaged pupils' needs were met.	The member of staff coordinating the strategies has changed since and more rigour has been embedded since.	£15,000
Double/Triple disadvantaged pupils to perform in line with not disadvantaged pupils	Ensuring the school employed the right staff to work alongside Disadvantaged coordinator who pupils who had additional needs.	Pupils who fell into this grouping typically made progress whilst at school but this was not in-line with their peers.	Whilst these members of staff were in post there was not much opportunity for them to collaborate effectively. In future years we need to ensure that these members have a collaborative meeting and opportunities to work together.	£15,000